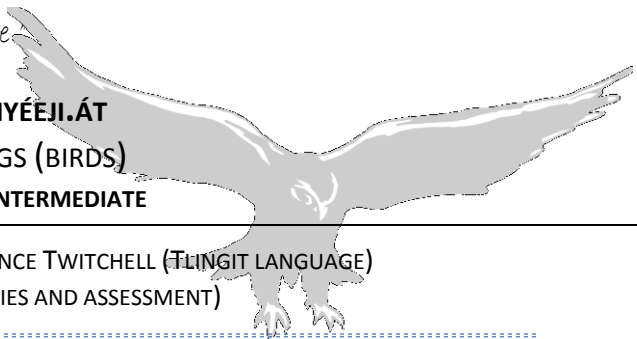




"Drink from the vessel of Traditional Knowledge"

**ÁT KAWDLIYÉÉJI.ÁT**  
**FLYING THINGS (BIRDS)**  
**ABILITY LEVEL: INTERMEDIATE**



GUNÁAKW FRED WHITE AND X'UNÉI LANCE TWITCHELL (TLINGIT LANGUAGE)  
AND ALICE TAFF (ACTIVITIES AND ASSESSMENT)

### Tlingit Cultural Significance

Tlingit lifestyle involves knowing about migrating and local birds. It is about knowing that they provide food and help pollinate flowers that turn to the berries we gather as part of our diet throughout the year. Their migrations help us track the seasons. Their interaction with the land can tell us about climate and natural phenomena. Some elders tell stories about how listening to songbirds could tell them about whether men were successful on hunting trips or not and when they were coming home. Additionally, birds played a strong role in traditional healing practices of the **íxt'** (shaman) and they appear often in traditional stories, especially in the story cycles of **Yéil** (Raven).

The coastal Tlingit's are a tidal people and have taken many of the images of birds as crests (eagle, raven, kittiwake, hummingbird, etc.) We also use their feathers (eagle, mallard, flicker, etc.) in regalia and we have used parts for bags, tools and more. Our understanding of the natural world comes from animals, so in this lesson, we will study the birds and their flight.

### Culture Bearer Role

Elders should talk about bird hunting and bird watching experiences they have had in their lives. They should talk about the names for other birds that were important to their lives, about clans and how crests are chosen, about how bird parts might be used in the development of regalia and the processes within ceremonies. They should also talk about how birds help shape the natural world, like pollinating berries and working with other animals to gather food. Elders should talk about which birds are used for food, which are not, and about the process of gathering and preparing eggs as a traditional food source.

### **Overview**

This unit lists birds migrating into our lands as an important part of life for the diets of many different people. Students will learn 11 bird names and 7 habitat nouns. You may use any nouns you know to fit these lessons with the verb for flying/migrating.

#### **Lesson 1:**

**Daa sáyá?**

What is it?

#### **Lesson 2:**

**Át s kawdlilyéech wé**

They are flying around

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### Lesson 3:

#### Yaa s kanalyích

They are flying along

### Lesson 4:

#### Goodáx sá yaa s kanalyích?

Where are they flying from?

### Lesson 5:

#### Goodé sá yaa s kanalyích?

Where are they flying to?

## TLINGIT VOCABULARY

### Nouns

Tlingit	English
t'aawák	Canadian goose
kindachooneit	mallard duck
ts'axweil	crow
kéidladi	seagull
séew kooshdaneit	swallow
digitgiyáa	hummingbird
éek lukakees'i	snipe
dóol	sandhill crane
yéil	raven
kichyaat	tern
gandaadagóogu	woodpecker
k'eikaxwéin	flower
kút	nest
taashuká	wetlands
aas gutú	forest; timbered area
éil'	ocean; salt water; salt
x'áat'	island
ixkéé	downstream; south; lower 48

### VERBS

yaa s kanalyích	they are flying along
át s kawdlilyéech	they are flying around

### SENTENCES

Tlingit	English
Daa sáyá?	What is this?

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_____ áwé.	That is a _____.
_____ xaatéen.	I see a _____.
Át s kawdlilyéech.	They are flying around.
Goodé sá yaa s kanalyích?	Where are they flying?
Éil' kaadé yaa s kanalyích.	They are flying out to the ocean.
X'áat'dei yaa s kanalyích.	They are flying to an island.
Aas gutóode yaa s kanalyích.	They are flying to the forest.
Taashukáade yaa s kanalyích.	They are flying to the wetlands.
A kúdidé yaa s kanalyích.	They are flying to their nests.
Ƙ'eikaxwéin xoodé yaa s kanalyích.	They are flying to be among the flowers.
Ixkéede yaa s kanalyích.	They are flying south.
Éil' kaadáx yaa s kanalyích.	They are flying from the ocean.
X'áat'dáx yaa s kanalyích.	They are flying from an island.
Aas gutóodáx yaa s kanalyích.	They are flying from the forest.
Taashukáadáx yaa s kanalyích.	They are flying from the wetlands.
Has du kúdidáx yaa s kanalyích.	They are flying from their nests.
Ƙ'eikaxwéin xoodáx yaa s kanalyích.	They are flying from being among the flowers.
Ixkéedáx yaa s kanalyích.	They are flying from the south.

#### TARGET SENTENCE PATTERNS

_____ áwé.	That is a _____.
_____ -dáx yaa s kanalyích.	They are flying from _____.
_____ -de yaa s kanalyích.	They are flying to _____.
_(Habitat)_ -dáx yaa s kanalyích _(Bird name)_.	_(Bird name)_ are flying from _ (Habitat)_.
_(Habita)_ -de yaa s kanalyích _____ (Bird name)_.	_(Bird name)_ are flying to _ (Habitat)_.

### Materials

- ✂ Large Noun pictures (Included here)
- ✂ Small noun pictures (Included here)
- ✂ Tape or tacks
- ✂ (Optional): puppets of birds
- ✂ Computer(s) and headphones

Make the audio for the entire unit available to students, either directly from the Goldbelt Heritage Foundation website ([www.goldbeltheritage.org](http://www.goldbeltheritage.org)) or by downloading the audio to your classroom computers.

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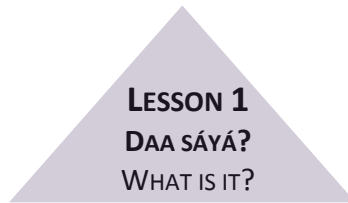
## Assessments

Use the pictures of the animals and places with the whole class; determine who knows the nouns or the sentences for the unit. Record student responses on the PRE/POST ASSESSMENT sheets for the items listed. The PRE/POST ASSESSMENT sheets can be found in this unit, following the lessons. Check for both understanding: teacher speaks in Tlingit and student points to picture. Check also for speaking: teacher points to picture and student speaks.

## Alaska Cultural Standards for Students

See the attached cultural standards for students.

A3-A6, B2, C1, C3, C4, D1-D3, E1, E2, E8



## Objectives

Students will

- ◆ Be introduced to 11 birds, understanding and speaking
- ◆ Be able to answer the question, "What is this?"

Time: 40 minutes

## Materials

- ✂ Large bird pictures
- ✂ Small bird pictures
- ✂ Scissors
- ✂ Computer(s) and headphones

### **TLINGIT VOCABULARY**

<b>t'aawáƙ</b>	Canadian goose
<b>kindachooneit</b>	mallard duck
<b>ts'axweil</b>	crow
<b>kéidladi</b>	seagull
<b>séew kooshdaneit</b>	swallow
<b>digitgiyáa</b>	hummingbird
<b>éek lukaƙées'i</b>	snipe

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<b>dóol</b>	sandhill crane
<b>yéil</b>	raven
<b>kichyaat</b>	tern
<b>gandaadagóogu</b>	woodpecker
<b>Daa sáyá?</b>	What is this?
_____ <b>áwé/áyá.</b>	That/this is a _____.

### Activity 1: Bird Movement

#### Listening and Moving, 10 minutes

With students, develop physical actions for each bird. Say the word, point to the picture and have students make the physical motion.

If students feel they are too sophisticated to use motions, explain that they will be helping you prepare for teaching young children and that attaching motion to language helps lodge the language in their memory more quickly and permanently than no motion.

<b>t'aawák</b>	Canadian goose
<b>kindachooneit</b>	mallard duck
<b>ts'axweil</b>	crow
<b>kéidladi</b>	seagull
<b>séew kooshdaneit</b>	swallow
<b>digitgiyáa</b>	hummingbird
<b>éek lukaḱées'i</b>	snipe
<b>dóol</b>	sandhill crane
<b>yéil</b>	raven
<b>kichyaat</b>	tern
<b>gandaadagóogu</b>	woodpecker

### Activity 2: Hold-Up

#### Listening and Speaking, 10 minutes

Hand out a set of small pictures of the birds to each student. Say the bird names in Tlingit as you point to the large pictures. Have students repeat after the you and hold up the correct picture.

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### Activity 3: Hold-Up Birds

#### Listening and Speaking, 15 minutes

Give each student a set of small pictures that have the 10 birds on them. Have students lay the pictures out in front of them. Hold up a bird picture and say,

_____ áyá.	This is a _____.
------------	------------------

Each student should hold up the picture with the bird that you said. Then, while pointing to the picture of the bird, you ask,

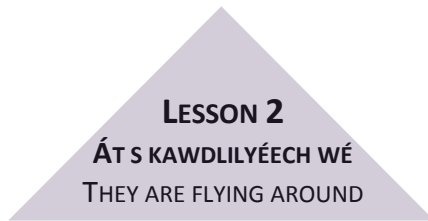
<b>Daa sáyá?</b>	What is this?
------------------	---------------

You can answer the question and see if the students are ready to repeat the answer. Repeat this several times with each bird.

### Activity 4: Listen to My Tlingit

#### Listening and Speaking, 15 minutes

Students sign up for the computer listening station(s) to listen to and repeat the Tlingit from this lesson. Students listen, each for 5 min, while others are doing other activities. It may take several days for students to get this kind of activity working smoothly, taking turns respectfully, using the technology, etc. But it will be worth it in the long run to get students able to practice Tlingit with the computer audio.



### Objectives

Students will

- ◆ Be able to review, understand and say the names of 11 birds
- ◆ Be introduced to 7 bird habitats
- ◆ Be able to answer the question, "What is this?"
- ◆ Be introduced to understanding and saying, "they are flying around"

Time: 40 minutes

### Materials

- ✂ Large and small bird and habitat pictures
- ✂ Scissors
- ✂ Computer(s) and headphones

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## TLINGIT VOCABULARY

Tlingit	English
t'aawáƙ	Canadian goose
kindachooneit	mallard duck
ts'axweil	crow
kéidladi	seagull
séew kooshdaneit	swallow
digitgiyáa	hummingbird
éek luka kées'i	snipe
dóol	sandhill crane
yéil	raven
kichyaat	tern
gandaadagóogu	woodpecker
k'eikaxwéin	flower
kút	nest
taashuká	wetlands
aas gutú	forest; timbered area
éil'	ocean; salt water; salt
x'áat'	island
ixkéé	downstream; south; lower 48
Át s kawdlilyéech wé <u>_(birds)_</u> .	<u>_(birds)_</u> are flying around.

### Activity 1: Bird Movement review

#### Listening and Moving, 10 minutes

Teacher says the word, points to picture and students make physical motion.  
Let students take turns being the teacher.

### Activity 2: Flying around

#### Listening, Speaking & Moving, 15 minutes

Have one student get up and select a large bird picture then "fly around" the classroom with it using the movement for that bird. The teacher says

Át s kawdlilyéech wé <u>_(birds)_</u> .	<u>_(birds)_</u> are flying around.
---	-------------------------------------

Students repeat and fly around with their small picture of the same bird.

### Activity 3: Hold-up Habitats

#### Listening and Moving, 10 minutes

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Hand out a set of small pictures of the 7 habitats to each student. For the first use, students will need to cut these out. Point to the large pictures and say the habitats in Tlingit. Students repeat after the teacher and hold up the correct picture.

<b>kút</b>	nest
<b>taashuká</b>	wetlands
<b>aas gutú</b>	forest; timbered area
<b>éil'</b>	ocean; salt water; salt
<b>x'áat'</b>	island
<b>ixkéé</b>	downstream; south; lower 48

### Activity 4: Go to Habitats

#### Listening, Speaking & Moving, 10 minutes

Post the large pictures around the room. Tell students to get up and go to the habitat when you say the word for it.

### Activity 5: Listen to Tlingit

#### Listening and Speaking, 15 minutes

Students listen to and repeat the Tlingit in this unit, each for 5 min, while others are doing other activities.



### Objectives

Students will:

- ◆ Be able to understand and say the names of 11 birds and 7 bird habitats
- ◆ Be able to understanding and say, "they are flying around"
- ◆ Be introduced to "they are flying along"

**Time:** 40 minutes

### Materials

- ✂ Large and small bird and habitat pictures
- ✂ Computer(s) and headphones

### TLINGIT VOCABULARY

<b>Tlingit</b>	English
<b>t'aawák</b>	Canadian goose
<b>kindachoonait</b>	mallard duck
<b>ts'axweil</b>	crow

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<b>kéidladi</b>	seagull
<b>séew kooshdaneit</b>	swallow
<b>digitgiyáa</b>	hummingbird
<b>éek lukaḱées'i</b>	snipe
<b>dóol</b>	sandhill crane
<b>yéil</b>	raven
<b>kichyaat</b>	tern
<b>gandaadagóogu</b>	woodpecker
<b>ḱ'eikaxwéin</b>	flower
<b>kút</b>	nest
<b>taashuká</b>	wetlands
<b>aas gutú</b>	forest; timbered area
<b>éil'</b>	ocean; salt water; salt
<b>x'áat'</b>	island
<b>ixkée</b>	downstream; south; lower 48
<b>Át s kawdlilyéech wé _(birds)_.</b>	_(birds)_ are flying around.
<b>yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying along.

### Activity 1: Bird and Habitat Race

#### Listening and moving, 10 minutes

Lay out all the large pictures of birds and habitats in the middle of the floor. Form student teams of 4 or 5 students each, each team lined up one behind the other, facing the pictures. Teacher says the names and the first person on each team touches the picture. The first team to get there earns a point. Leaders go to the end of the line.

### Activity 2: Flying along or around

#### Listening, speaking & moving, 15 minutes

Have one student get up and select a large bird picture then "fly around" the classroom with it using the movement for that bird. The teacher says

<b>Át s kawdlilyéech.</b>
---------------------------

They are flying around.
-------------------------

Students repeat and fly around with their small picture of the same bird.

Then, flying a bird from one side of the room to the opposite side, the teacher says

<b>Yaa s kanalyích.</b>
-------------------------

They are flying along.
------------------------

Ask the students what is the difference between the 2 actions [one is flying from-to, the other is flying around in an area]. Ask students if there is a difference between the sound of the words **kawdlilyéech** and **kanalyích** [yes].

Have students copy you with their cards doing the motions and the saying the words.

### Activity 3: Flying along or around

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## Listening, speaking & moving, 15 minutes

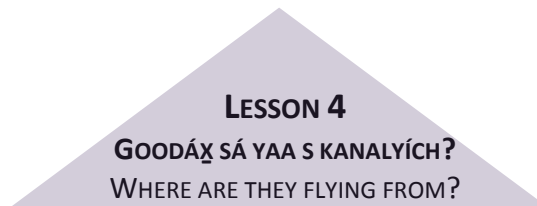
Teacher models with a bird picture and one of the sentences:

Át s kawdlilyéech wé <u>_(birds)_</u> .	<u>_(birds)_</u> are flying around.
Yaa s kanalyích wé <u>_(birds)_</u> .	<u>_(birds)_</u> are flying along.

Select a student to choose another bird and do the action for one of the sentences. Teacher and students say the sentence. Students take turns choosing a bird and flying around or along. Teacher pauses before answering to give students a chance to respond without prompting.

## Activity 4: Listen to Tlingit (5 minutes) listening and speaking

Use established schedule. Students listen to and repeat the Tlingit in this unit, each for 5 min, while others are doing other activities.



## Objectives

Students will:

- ◆ review understanding and saying the names of 11 birds and 7 bird habitats, 'they are flying around' and 'they are flying along'
- ◆ be introduced to 'flying from' a habitat

**Time:** 40 minutes

## Materials

- ✂ Large and small bird and habitat pictures
- ✂ Computer(s) and headphones

## TLINGIT VOCABULARY

<b>Tlingit</b>	English
<b>t'aawáḵ</b>	Canadian goose
<b>kindachooneit</b>	mallard duck
<b>ts'axweil</b>	crow
<b>kéidladi</b>	seagull
<b>séew kooshdaneit</b>	swallow
<b>digitgiyáa</b>	hummingbird
<b>éek lukakées'i</b>	snipe

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<b>dóol</b>	sandhill crane
<b>yéil</b>	raven
<b>kichyaat</b>	tern
<b>gandaadagóogu</b>	woodpecker
<b>ḵ'eikaxwéin</b>	flower
<b>kút</b>	nest
<b>taashuká</b>	wetlands
<b>aas gutú</b>	forest; timbered area
<b>éil'</b>	ocean; salt water; salt
<b>x'áat'</b>	island
<b>ixkée</b>	downstream; south; lower 48
<b>Át s kawdlilyéech wé _(birds)_.</b>	_(birds)_ are flying around.
<b>Yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying along.
<b>Goodáx sá yaa s kanalyích wé _(birds)_?</b>	Where are _(birds)_ flying?
<b>Éil' kaadáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from the ocean.
<b>X'áat' dáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from an island.
<b>Aas gutóodáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from the forest.
<b>Taashukáadáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from the wetlands.
<b>Has du kúdidáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from their nests.
<b>ḵ'eikaxwéin ḵoodáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from being among the flowers.
<b>Ixkéedáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from the south.

### Activity 1: Hold-up Habitats

#### Listening and Moving, 5 minutes

Hand out a set of small pictures of the 7 habitats to each student. Say the habitats in Tlingit. Students repeat after the teacher and hold up the correct picture.

<b>kút</b>	nest
<b>taashuká</b>	wetlands
<b>aas gutú</b>	forest; timbered area
<b>éil'</b>	ocean; salt water; salt
<b>x'áat'</b>	island
<b>ixkée</b>	downstream; south; lower 48

Then have students say the habitats while teacher points to the pictures.

### Activity 2: Flying from

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### Listening and Speaking, 15 minutes

Ask the students to figure out what part of the phrase means "from." DON'T TELL THEM EVER. Just go through the activities until someone guesses "dax," then confirm and celebrate!

Note: Learners remember when their own brain figures something out.

Students should have the small habitat pictures. Say the Tlingit phrase and have students hold up the correct picture and say the phrase.

Éil' kaadáx	from the ocean.
X'áat'dáx	from an island.
Aas gutóodáx	from the forest.
Taashukáadáx	from the wetlands.
Has du kúdidáx	from their nests.
Ʒ'eikaxwéin xoodáx	flying from being among the flowers.
Ixkéedáx	from the south.

Point to a large habitat picture and have students say the phrase.

### Activity 3: Team talk speaking, 20 minutes

Now we'll combine the *birds*, *flying from*, and *habitats*.

Select a bird, start it at the ocean and "fly along" with it saying:

Éil' kaadáx yaa s kanalyích wé <u>_(birds)_</u> .	<u>_(birds)_</u> are flying from the ocean.
---	---

Then the teacher asks

Goodáx sá yaa s kanalyích wé <u>_(birds)_?</u>	Where are <u>_(birds)_</u> flying?
--	------------------------------------

The teacher does the same action asking students to repeat the sentence.

Éil' kaadáx yaa s kanalyích wé <u>_(birds)_</u> .	<u>_(birds)_</u> are flying from the ocean.
---	---

Now form 2 teams: the bird team and the habitat team. Give the bird pictures to the bird team. Give the habitat pictures to the habitat team.

The habitat team selects a picture and says:

(Éil' kaadáx) yaa s kanalyích.	They are flying from (the ocean).
--------------------------------	-----------------------------------

The bird team selects a picture and says

(Éil' kaadáx) yaa s kanalyích wé <u>_(birds)_</u> .	<u>_(birds)_</u> are flying from (the ocean).
---	---

Teammates can consult with each other but 1 person does the talking. Continue the play using all the birds and habitats. A team gets a point for a correct sentence.

### Activity 4: Listen to Tlingit Listening and Speaking, 5 minutes

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Use established schedule. Students listen to and repeat the Tlingit in this unit, each for 5 min, while others are doing other activities.

**LESSON 5**  
**GOODÉ SÁ YAA S KANALYÍCH?**  
**WHERE ARE THEY FLYING TO?**

**Objectives**

Students will:

- ◆ Be able to understand and say the names of 11 birds and 7 bird habitats
- ◆ Be able to ask and understand "they are flying around," "they are flying along" and "they are flying to"
- ◆ Be introduced to "flying from" a habitat

**Time:** 40 minutes

**Materials**

- ✂ Large and small bird and habitat pictures
- ✂ Computer(s) and headphones

**TLINGIT VOCABULARY**

Tlingit	English
t'aawák	Canadian goose
kindachooneit	mallard duck
ts'axweil	crow
kéidladi	seagull
séew kooshdaneit	swallow
digitgiyáa	hummingbird
éek lukaḱées'i	snipe
dóol	sandhill crane
yéil	raven
kichyaat	tern
gandaadagóogu	woodpecker
ḱ'eikaxwéin	flower
kút	nest
taashuká	wetlands
aas gutú	forest; timbered area
éil'	ocean; salt water; salt
x'áat'	island

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<b>ixkée</b>	downstream; south; lower 48
<b>Át s kawdlilyéech wé _(birds)_.</b>	_(birds)_ are flying around.
<b>Yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying along.
<b>Goodáx sá yaa s kanalyích wé _(birds)_?</b>	Where are _(birds)_ flying?
<b>Éil' kaadáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from the ocean.
<b>X'áat'dáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from an island.
<b>Aas gutóodáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from the forest.
<b>Taashukáadax yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from the wetlands.
<b>Has du kúdidáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from their nests.
<b>Ʒ'eikaxwéin xoodáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from being among the flowers.
<b>Ixkéedáx yaa s kanalyích wé _(birds)_.</b>	_(birds)_ are flying from the south.
<b>Éil' kaadé yaa s kanalyích.</b>	They are flying out to the ocean.
<b>X'áat'dei yaa s kanalyích.</b>	They are flying to an island.
<b>Aas gutóode yaa s kanalyích.</b>	They are flying to the forest.
<b>Taashukáade yaa s kanalyích.</b>	They are flying to the wetlands.
<b>A kúdidé yaa s kanalyích.</b>	They are flying to their nests.
<b>Ʒ'eikaxwéin xoodé yaa s kanalyích.</b>	They are flying to be among the flowers.
<b>Ixkéede yaa s kanalyích.</b>	They are flying south.

### Activity 1: Flying To

#### Listening and Speaking, 15 minutes

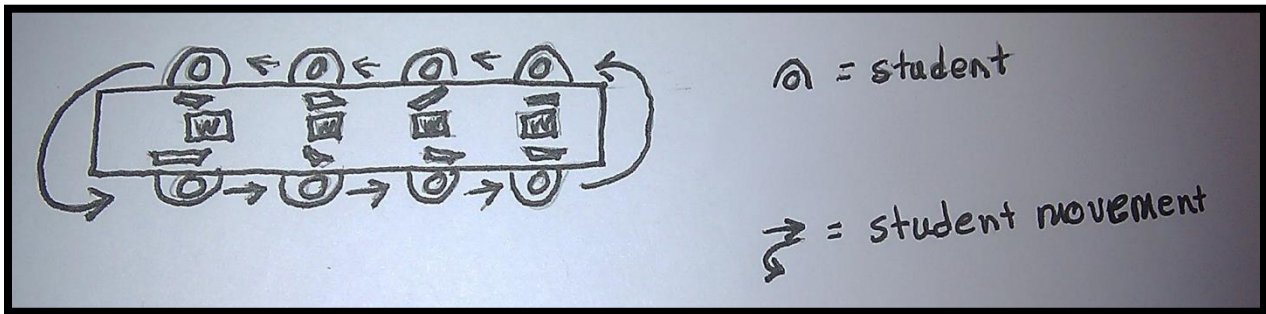
Ask the students to figure out what part of the phrase means "to". DON'T TELL THEM EVER. Just go through the activities until someone guesses "dé" or "de" or "dei" then confirm and celebrate! Note the variation of "dé" and "de" and "dei."

Students should have the small habitat pictures. Say the Tlingit phrase and have students hold up the correct picture and say the phrase.

<b>Éil' kaadé</b>	out to the ocean.
<b>X'áat'dei</b>	to an island.
<b>Aas gutóode</b>	to the forest.
<b>Taashukáade</b>	to the wetlands.



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<b>A kúdidé</b>	to their nests.
<b>K'eikaxwéin xoodé</b>	to be among the flowers.
<b>Ixkéede</b>	south.

### Activity 2: Team Talk

#### Speaking, 15 minutes

Now we'll combine the *birds*, *flying to*, and *habitats*.

Form 2 teams, the bird team and the habitat team. Give the bird pictures to the bird team. Give the habitat pictures to the habitat team. Teammates can consult with each other, but 1 person does the talking.

The habitat team selects a picture and says:

<b>(A kúdidé) yaa s kanalyích.</b>	They are flying to (their nests).
------------------------------------	-----------------------------------

The bird team selects a picture and says

<b>(A kúdidé) yaa s kanalyích wé _(birds)_.</b>	_(birds)_are flying from (their nests).
---	---

Continue the play using all the birds and habitats. A team gets a point for a correct sentence.

### Activity 3: One-Minute Q & A Pairs a.k.a. "Speed Dating"

#### Speaking, 25 minutes

Put desks or tables in a long row with an equal number of chairs on each side. Each student sits in a chair; their partner is across from them. Put one small bird picture and one small habitat picture between each partner pair. Keep the pictures in the same area throughout the activity. Here's a diagram of the activity, looking down from above:

Partner A flies the bird to or from the habitat. Partner B says the sentence. Then Partner B flies the bird to or from the habitat. Partner A says the sentence.

After 1 minute, students move to their right, leaving the pictures behind to a new pair of pictures and a new partner. Repeat moving and saying the sentences every minute.

### Activity 4: Listen to Tlingit

#### Listening and Speaking, 5 minutes

Use established schedule. Students listen to and repeat the Tlingit in this unit, each for 5 min, while others are doing other activities.



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### **POST ASSESSMENT**

Use the PRE/POST ASSESSMENT RECORD SHEETS on the following pages. While students are doing activity 3, teacher takes each individual and assesses them for mastery of the unit nouns and sentences.

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**NOUNS PRE/POST ASSESSMENT RECORD SHEET**

**DATE** \_\_\_\_\_

<b>Student Name</b>													
<b>t'aawáḵ</b>													
<b>kindachooneit</b>													
<b>ts'axweil</b>													
<b>kéidladi</b>													
<b>séew kooshdaneit</b>													
<b>digitgiyáa</b>													
<b>digitgiyáa</b>													
<b>éek lukaḵées'i</b>													
<b>dóol</b>													

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<b>yéil</b>													
<b>kichyaat</b>													
<b>gandaadagóogu</b>													
<b>k'eikaxwéin</b>													
<b>kút</b>													
<b>a k'wát'i</b>													
<b>taashuká</b>													
<b>aas gutú</b>													
<b>éil'</b>													
<b>x'áat'</b>													
<b>ixkée</b>													



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**SENTENCES PRE/POST ASSESSMENT RECORD SHEET**

**DATE** \_\_\_\_\_

<b>Student Name</b>													
<b>Daa sáyá?</b>													
_____ <b>áwé.</b>													
<b>Át s kawdlilyéech.</b>													
<b>Goodé sá yaa s kanalyích?</b>													
<b>Éil' kaadé yaa s kanalyích.</b>													
<b>X'áat'dei yaa s kanalyích.</b>													
<b>Aas gutóode yaa s kanalyích.</b>													
<b>Taashukáade yaa</b>													

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<b>s kanalyích.</b>													
<b>A kúdidé yaa s kanalyích.</b>													
<b>Ʒ'eikaxwéin Ʒoodé yaa s kanalyích.</b>													
<b>Ixkéede yaa s kanalyích.</b>													
<b>GoodáƷ sá yaa s kanalyích?</b>													
<b>Éil' kaadáƷ yaa s kanalyích.</b>													
<b>X'áat'dáƷ yaa s kanalyích.</b>													
<b>Aas gutóodáƷ yaa s kanalyích.</b>													
<b>TaashukáadáƷ yaa s kanalyích.</b>													
<b>Has du kúdidáƷ yaa s kanalyích.</b>													
<b>Ʒ'eikaxwéin ƷoodáƷ yaa s kanalyích.</b>													
<b>IxkéedáƷ yaa s kanalyích.</b>													



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## EXTENSION

The activities in this unit can be used with the sentences below to extend student learning.

<b>Daa sá yéi s adaanéi nuch?</b>	What do they do (regularly)?
<b>K'eikaxwéin xoox has kalyéech.</b>	They fly among the flowers (regularly).
<b>Taakw.eetíx' haax has kalyéech.</b>	In the spring, they fly here (regularly).
<b>Yeisx' ixkéede s kanalyíchch.</b>	Every fall they fly south.
<b>Haat has kawulyééji, kút has alyéix nooch.</b>	When they arrive, they build a nest (regularly).
<b>Tlákw has alk'wát'x.</b>	They lay eggs (regularly).
<b>A k'wát'i káx yax has adeil/adéil.</b>	They keep watch over their eggs (regularly).
<b>Daa sá yéi adaanéi, wé _____?</b>	What is the _____ doing?
<b>Gandaadagóogu aas daa agóok.</b>	The woodpecker pecks around a tree.
<b>Yéil yaa yanalgwásh.</b>	The raven is hopping around.
<b>Séew kooshdaneit kuklaséil.</b>	The swallow is trilling.
<b>Ts'axweil kút alyéix.</b>	The crow is building a nest.
<b>yéi s adaa.néi</b>	they are doing
<b>yéi daa.eenéi</b>	you are doing
<b>iyatéen</b>	You see
<b>xaatéen</b>	I see
<b>xalatín</b>	I am watching



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## **CULTURAL STANDARDS FOR STUDENTS**

### **A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.**

Students who meet this cultural standard are able to:

1. assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
2. recount their own genealogy and family history;
3. acquire and pass on the traditions of their community through oral and written history;
4. practice their traditional responsibilities to the surrounding environment;
5. reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
7. determine the place of their cultural community in the regional, state, national and international political and economic systems;

### **B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.**

Students who meet this cultural standard are able to:

1. acquire insights from other cultures without diminishing the integrity of their own;
2. make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3. make appropriate choices regarding the long-term consequences of their actions;
4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

### **C. Culturally-knowledgeable students are able to actively participate in various cultural environments.**

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural traditions;
2. make constructive contributions to the governance of their community and the well-being of their family;
3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
4. enter into and function effectively in a variety of cultural settings.

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**D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.**

Students who meet this cultural standard are able to:

1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

**E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.**

Students who meet this cultural standard are able to:

1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2. understand the ecology and geography of the bioregion they inhabit;
3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. recognize how and why cultures change over time;
6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. identify and appreciate who they are and their place in the world.